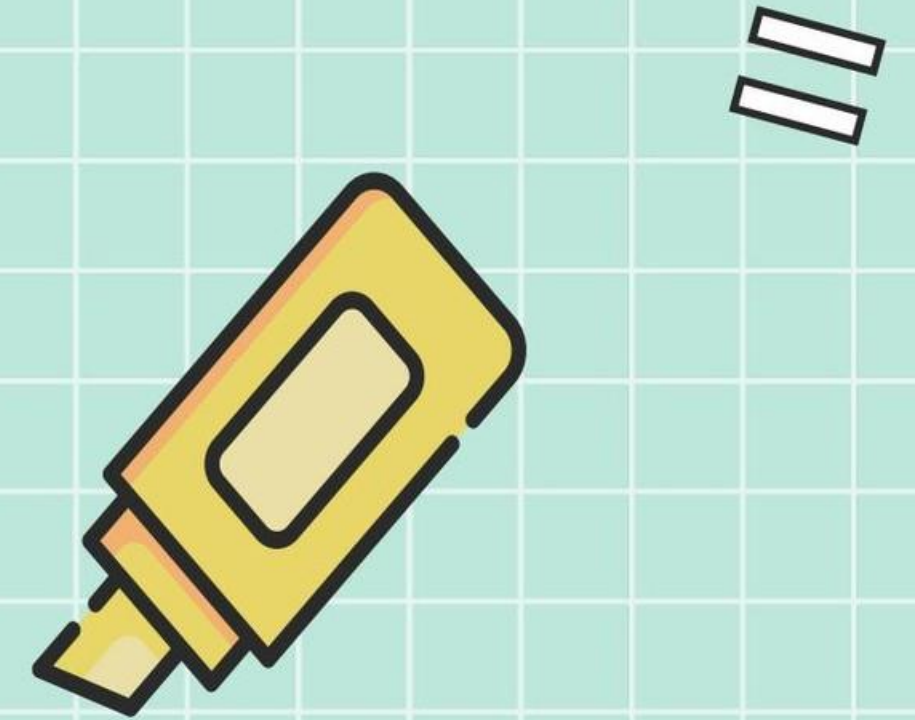


What causes math anxiety?

- The idea that is transmitted from childhood that they are difficult; and feel afraid for them when they get older.
- Not developing a positive association with mathematics before going to school: at home they read together, stories, sing, etc. and it is less common to have fun with mathematics.
- Sometimes the feeling is conveyed, especially to girls, that they are not good at mathematics; things are changing.
- Fear of failure when feeling that they have to give a correct answer, that activities are timed more than in other areas.
- This anxiety is also transmitted during exams.
- The impact of working memory.





2. The emotional sense



The emotional sense - Infant Stage and 1st cycle of Primary

Pay special attention to changes in mood, emotional state and anxiety that mathematics can generate, due to its greater sensitivity to failure.

- Do not make your difficulties evident to others, as this can cause alterations in your emotional state.
- Develop social-emotional skills from an early age to all the students
- Importance of social environments that promote emotional well-being
- Respectful supportive style, treated with dignity, empathy
- Professionals with a predisposition to know interests and strengths

The emotional sense - 2nd and 3rd cycle of Primary

Pay special attention to changes in mood, emotional state and anxiety that mathematics can generate, due to its greater sensitivity to failure.

- Importance of social environments that promote emotional well-being
- Do not expose him to others, as this can cause alterations in his emotional state.
- Respectful support style, treatment with dignity, empathetic and close.
- Highlight their strengths
- Develop social-emotional skills from an early age to all the students
- Professionals with a predisposition to know interests and strengths

Socio-emotional skills

Inclusive
perspective

Gender
perspective

Promote the
transfer of
acquired skills
to other areas
of life



3. The number sense



The number sense



- It is a fundamental pillar in the educational curriculum that is not sufficiently developed.
- The educational community has a long way to go to achieve the objectives set out in official documents in terms of **skills and competencies associated with number sense.**
- **Number sense** is associated with having **good intuition** in the handling of numbers and with the idea of **flexibility in the search for strategies.**

Students with number sense understand relationships between numbers, perform mental calculations, and use numbers effectively in classroom situations.
real world.



Fountain. Almeida, R. and Bruno, A. (2019). Number sense profiles in high school students. *La Gaceta Magazine of the Royal Spanish Mathematical Society*, v.22, n.3

The number sense.

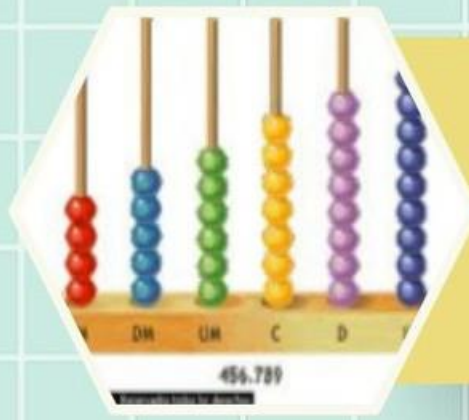
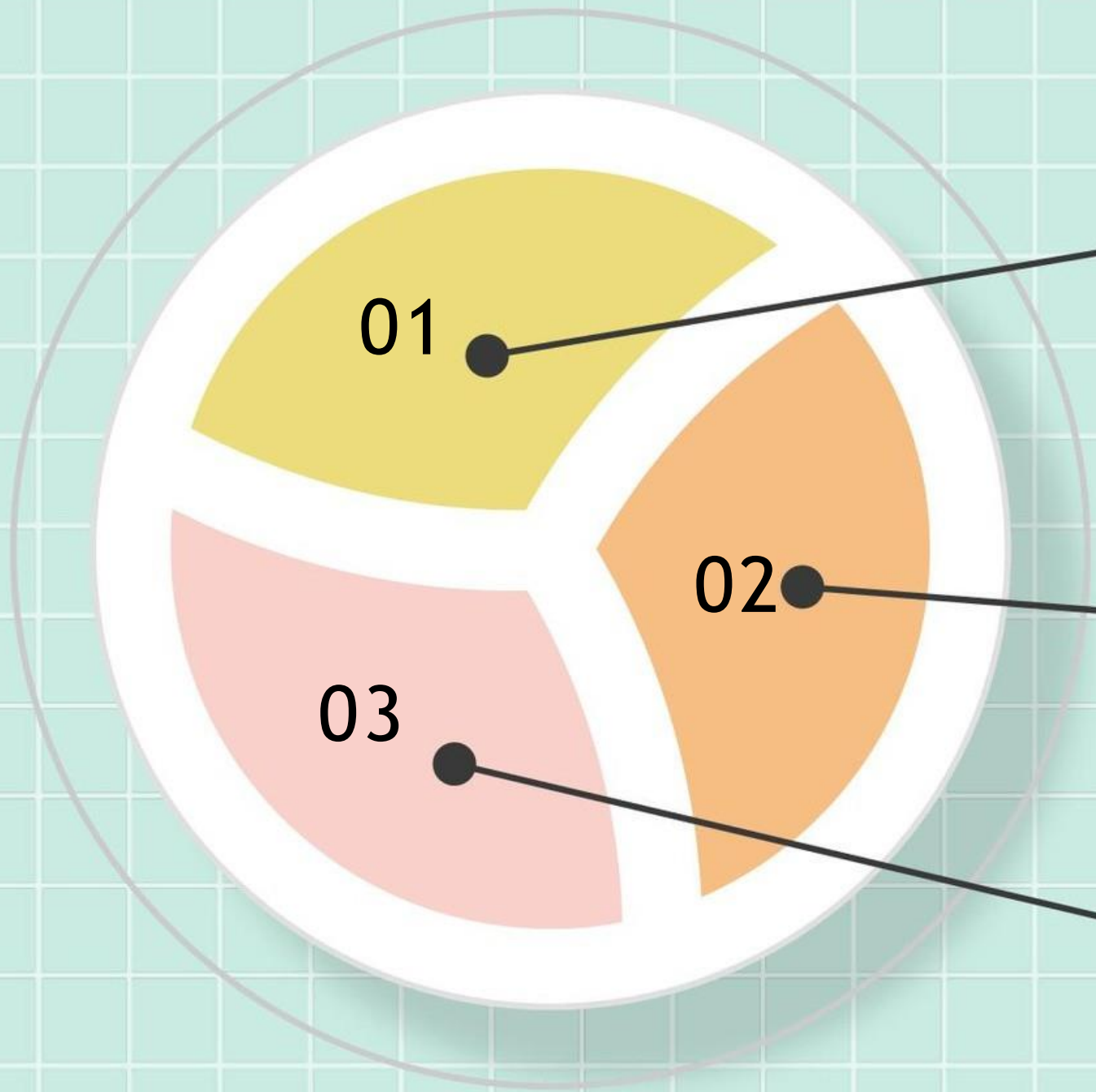


- ÿ Understand the meaning of numbers
- ÿ Recognize the relative and absolute size of the magnitudes of numbers
- ÿ Use reference points
- ÿ Use multiple representations of numbers and operations
- ÿ Know and have ease with operations
- ÿ Understand the relationship between the context of the problem and the necessary operation
- ÿ Develop appropriate strategies
- ÿ Review data and recognize when a result is reasonable



Fountain. Almeida, R. and Bruno, A. (2019). Number sense profiles in high school students. La Gaceta Magazine of the Royal Spanish Mathematical Society', v.22, n.3

Number sense in PD



Understanding numbers and their Representation



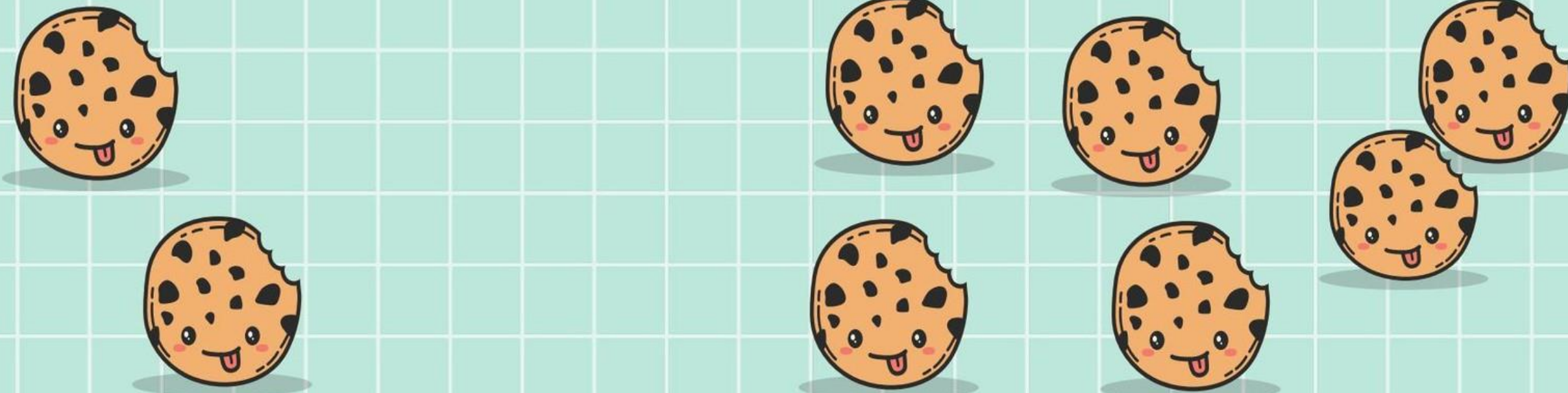
Understanding operations



Solving numerical problems

Progressively transfer knowledge of natural numbers to other numerical sets, integers, rational, irrational, real

What comes before counting and before the ability to recognize numbers? Number sense! That is, the primitive ability to recognize and represent quantities without using numerical symbols (Dehaene, 2011)



Number sense is the one that has the greatest weight in the Early Childhood Education Stage (Alsina, 2021)